

CURRICULUM VITAE

BRIAN TINKER



DESIGN·MARKETING CONSULTANT

BRIAN TINKER · EdD, MFA
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QUALIFICATIONS

- Collegiate-level instruction and curriculum development
- Marketing strategies
- Production management for print, TV, radio, web
- Budget planning, preparation, audit and analysis
- Creative concepts, copywriting and graphic design
- Media planning and buying

EXPERIENCE

Professor | Graphic Design Program Director
*Isaacson School for New Media, Colorado Mountain College
Glenwood Springs, CO / 2010 – present*

Direct the Graphic Design BAS and AAS degree program. Responsibilities include designing the curriculum, managing adjunct instructors, managing budget, and student advising. Serve on Information Technology, Faculty Promotion (Chair), and Organizational Communication Committees.

Faculty — Graphic Design Program

The Art Institute of Las Vegas

Henderson, NV / 2002 – 2009

Taught undergraduate graphic design and marketing courses. Chaired the Portfolio Committee. Served on the Faculty Development Committee, and Curriculum Design Task Force.

Adjunct Instructor

New School of Architecture and Design

Online / 2016 – present

Undergraduate Design Thinking courses.

University of Nevada Las Vegas

Las Vegas, NV / 2006 – 2009

Undergraduate courses – Journalism program.

Marketing and Design Consultant

Las Vegas, NV / 1996 – 1999, 2000 – 2002

Full service marketing and design practice with clients in a range of industries, including hospitality, real estate, and retail.

Associate Creative Director

SMA Advertising

Las Vegas, NV / 1999 – 2000

Marketing concepts, copywriting and design for all media. SMA was the fourth largest advertising agency in Nevada at the time.

Director of Marketing

CAMCO

Las Vegas, NV / 1994 – 1996

Directed all marketing and public relations for this diversified holding company, including their chain of 30+ retail stores. Planning and administration of \$1.2 million annual budget.

Digital Pre-Press Manager

Graphics West

Las Vegas, NV / 1993 – 1994

Diagnosis and pre-press preparation of electronically created graphics projects. Scheduled department staff of six.

Art Director

Visual Identity

Henderson, NV / 1992 – 1993

Design and copy for print advertising and collateral.

Art Director

DRGM Advertising

Las Vegas and Reno, NV / 1987 – 1992

AAAA firm. Art direction, design and copywriting for all media.

EDUCATION

EdD | Education

Argosy University – Phoenix, Arizona

MFA | Graphic Design

Miami International University – Miami, Florida

BA | Graphic Design. Minor: Advertising

Anderson College – Anderson, Indiana

AWARDS

- American Advertising Federation:
Reno, Las Vegas, Oklahoma City
- Graphex
- Advertising Age Magazine
- Direct Mail Marketing Association

CLIENTS

Bank of America

Bell South

Blue Cross / Blue Shield

Circus Circus Enterprises

Data East

Fujitsu

Harrah's Entertainment

HCA Healthcare

Hickory Farms

Hilton Hotels

Hyatt Hotels

Kerr-McGee Oil

MGM/Mandalay Bay Resorts

Motown Records

Nevada Bell

Shop-N-Go

Sierra Pacific Power

Summa Corporation

U.S. Government

Verbatim / Mitsubishi Chemical

AFFILIATIONS

- American Institute of Graphic Arts (AIGA)
Former Las Vegas Chapter Board Member
- University and College Design Association (UCDA)
- Society of Experiential Graphic Design (SEGD)

SPECIAL SKILLS

• Expert:

Adobe InDesign

Adobe Photoshop

Adobe Illustrator

Quark Xpress

• Experienced:

Adobe Dreamweaver

Adobe Flash

Adobe Premiere

Adobe AfterEffects

Adobe Muse

Rhinoceros 3D

Painter

• Pre-press – digital and analog

• Conventional illustration with pen & ink, airbrush and colored pencil

• 3-Dimensional design and fabrication for exhibition, merchandising, sign systems, and interior space planning

PORTFOLIO

www.briantinker.com

Student work: www.briantinker.com/studentportfolio.html

GRAPHIC DESIGN

ART DIRECTION

ILLUSTRATION

COPYWRITING

VIDEOGRAPHY

ADVERTISING

MEDIA PLANNING

EXPERIENTIAL DESIGN

PROJECT MANAGEMENT

AIGA · SEGD · UDCA

ACADEMIC PRESENTATIONS

Colorado Association for Career and Technical Education Summit 2016:

- *Effective Student Pathways From STEM to Higher Ed*
- *Effective Assessment of Subjective Academic Topics*

Colorado Association for Career and Technical Education Summit 2015:

- *Engaging Remote Learners: Strategies for Online and Hybrid Instruction*

Colorado Association for Career and Technical Education Summit 2014:

- *Leamer-Driven Model for Technology Instruction*

Higher Learning Commission Assessment Academy 2010:

- *Effective Assessment of Subjective Academic Topics*

COURSES TAUGHT MOST FREQUENTLY

Typography (100-level). Typographical categorization, lexicon, and practical application.

History of Graphic Design (100-level). An overview of the development of visual communication, from pre-historic times to the present day.

Print Production (200-level). Overview of mass printing methods, practices, and technologies, including offset litho, letterpress, silk screening, and digital. Ink, paper, and finishing methods. Project planning and budgeting.

Professional Practice (300-level). Overview of the business side of the creative professions. Topics include copyrights and usage, labor laws, contracts, budgeting, project management, and client relations. Particular focus on self-employment, marketing and business management.

Interdisciplinary Studio (300 | 400-level). Complex project management in a multi-tasking environment. Developing effective solutions to challenging problems. Critical thinking and collaboration in flexible groups.

Digital Media Capstone (400-level). Pinnacle course for graphic design students. Includes creation of a process book and final portfolio.

CURRICULUM DEVELOPMENT

I believe that student learning benefits when the learning experience is largely similar, regardless of who teaches the a course. Providing this consistency requires a rigorous, comprehensive approach to curriculum design and course development. Presentations, resources, assignments, and assessments must be carefully crafted and continually analyzed and updated. This requires both a lot of resources, and negotiation with those who have a narrow interpretation of the notion of academic freedom. However, the resulting improvement in meeting learning objectives is well worth it.

I have developed comprehensive courses under contract for American Public University, Colorado Mountain College, and The Art Institutes. I developed the AS degree in Digital Imaging that is currently offered at several campuses of The Art Institutes. I completely re-wrote the curriculum for the Graphic Design degree program at Colorado Mountain College, and created most of the curriculum for the Digital Media degree program.

Most recently, I was on the team that developed the Bachelor of Applied Science degree (B.A.S.) curriculum for Colorado Mountain College.

TEACHING PHILOSOPHY

I'm a big believer in the constructivist approach to education, viewing my primary purpose as enabling students to develop their learning abilities. The constant demands of evolving technology aside, the imperative for designers to learn about the subjects of their design is inescapable, since effective communication is the goal of graphic design, and communication can't occur without comprehension.

The constructivist theory of education coincides with my philosophy of design practice, which embraces Bob Gill's Problem/Solution approach to design. The pragmatic approach that informs much of my approach as a design practitioner has broad application to my role as an educator. Developing ways to make design concepts and skills relevant to my students instigates their connection to the learning objectives for each course.

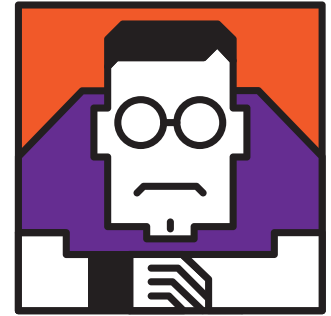
Graphic design is information communicated in a way that relates effectively to a specific audience. That audience might be quite large (the world), or rather small (persons interested in collecting toenail clippings). The interest of that audience might be momentary (a business card), or lengthy (a documentary film). The information to be presented may be voluminous (a set of software documentation for a Cray supercomputer), or minute (a restroom sign).

Teaching graphic design is more about providing context, an awareness of resources and helping develop methodology than it is definitively stating, "This is how you do it". I can expose students to solutions which have worked in the past. I can help them develop hand/eye skills that will aid them. I can provide the tools, but they must build the house – they must solve the problems.

I love graphic design. To me, there is nothing more satisfying in the world than working out the perfect solution to a vexing communication problem. The next best thing is helping someone else learn how to do the same thing.

I don't believe anyone can be a good graphic designer if their minds are not always seeking and learning. Teaching graphic design isn't about showing someone how to DO something. It's about teaching someone how to approach their world and their life in a way that allows them to communicate most effectively. A large part of the successful practice of graphic design is being a perpetual, engaged student of life.

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